

CURRENT ACCOUNTABILITY SYSTEM

Updated 9/8/2011

South Dakota's current Accountability System is based on student performance on the statewide assessment and an additional academic indicator. The Department of Education sets targets, called annual measurable objectives, and progress against those goals is determined annually. Those districts and schools that don't make sufficient progress for two consecutive years are deemed as in need of school improvement, which triggers a series of requirements and interventions for schools and districts.

PRINCIPLE 1: All Schools

- Includes all public school districts and schools and holds them to the same criteria.
- Requires annual determination of adequate yearly progress, or AYP, and reporting of that information in a timely manner
- Incorporates academic achievement standards in reading and math. Mastery of standards measured by performance on statewide assessment (Dakota STEP and Dakota STEP-A)
 - Achievement levels: Advanced, Proficient, Basic, Below Basic
- Includes rewards and sanctions
 - Rewards: "Distinguished" districts and schools
 - Two ways to achieve:
 - Meet adequate yearly progress goals for two consecutive years in reading, math, and graduation or attendance rate AND significantly close achievement gap
 - OR
 - Percent of all students meeting advanced and proficient levels in both reading and math is 10 percentage points higher than state target
 - Sanctions:
 - Based on increasing requirements each time district/school fails to make adequately yearly progress goals
 - Federal sanctions apply only to Title I schools
 - Start when district/school fails to make adequate yearly progress for two consecutive years; increase each additional year
 - Five levels of school improvement, with sanctions ranging from offering public school choice with transportation paid by Title I funds to school restructuring
 - State sanctions apply to non-Title I schools

PRINCIPLE 2: All Students

- Includes all students in grades 3-8 and 11 in public schools, with some variances in requirements/calculations for special education and English language learner students

- To be included in adequate yearly progress count, student must be continuously enrolled from Oct. 1 to the last day of the testing window
 - If enrollment gap of 15 consecutive days, student is not considered to meet “full academic year”

PRINCIPLE 3: Method of Adequate Yearly Progress Determinations

- Adequate yearly progress determined by:
 - Proficiency in reading and math, determined separately
 - Additional academic indicator: graduation rate for high schools; attendance rate for elementary and middle schools
 - Participation rate of 95 percent on state assessment
- Adequate yearly progress determinations made at student sub-group, school and district levels
 - Some larger districts accountable in as many as 58 categories (eg., Sioux Falls)
 - Some smaller districts accountable in as few as 10 categories (eg., Castlewood)
- Annual targets for proficiency in reading and math, called annual measurable objectives or AMOs, set by Department of Education.
 - Per No Child Left Behind, ultimate goal of 100 percent proficiency by 2013-14
- Several ways to meet AMO targets in reading and math:
 - Performance on test meets or exceeds AMO target
 - Performance on test meets or exceeds AMO target, with confidence interval
 - Performance on test meets or exceeds AMO target, using two-year average with confidence interval
 - Performance on test demonstrates substantial growth (i.e. Safe Harbor)
- If calculation involves fewer than 25 students, Department of Education performs a small school audit to determine adequate yearly progress

PRINCIPLE 4: Annual Decisions

- Requires annual determinations of adequate yearly progress for each student sub-group, school and district

PRINCIPLE 5: Subgroup Accountability

- Districts/schools held accountable for each of the following student sub-groups, as long as the group has at least 25 students
 - All Students; Hispanic/Latino; American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White; Two or More

Races; Economically Disadvantaged; Students with Disabilities; ELL (English Language Learners) Students

- Includes some flexibilities for determining adequate yearly progress for the special education and English language learner sub-groups
 - Special education students
 - **NOTE:** Most special education students take regular Dakota STEP
 - Of those that take the alternate assessment (Dakota STEP-A), only 1 percent can be counted as proficient
 - English language learners
 - Students identified as ELL when they meet criteria established by federal definition and by administration of a placement test (WIDA-ACCESS Placement Test)
 - Those enrolled in their first 12 months of school not required to take the Dakota STEP reading test if they have participated in the ACCESS test
 - Those enrolled in their first 12 months of school required to take the Dakota STEP math test but results not included in determination of adequate yearly progress
- In both the special education and English language learner sub-groups, former students' test scores may be included in the sub-group for two years (if the group helps the current-year students make AYP)

PRINCIPLE 6: Based on Academic Assessments

- Based on statewide assessment, which has been aligned to state content standards in reading and math
- Dakota STEP-A available for students on an IEP with significant cognitive disabilities; aligned to extended standards in reading and math

PRINCIPLE 7: Additional Indicators

- Besides progress in reading and math, determination of adequate yearly progress includes a 3rd academic indicator
 - For high schools, that indicator is graduation rate (NOTE: New federally required four-year cohort graduation rate poses unique challenges)
 - For elementary/middle schools, the indicator is attendance rate
- Department of Education sets graduation/attendance rate targets

PRINCIPLE 8: Separate Decisions for Reading and Math

- Adequate yearly progress determinations calculated separately for reading and math for student sub-groups, schools and districts

PRINCIPLE 9: Valid and Reliable

- Confidence level of $p=.01$
- Minimum N size of 25 students
- Appeal process for districts/schools challenging a determination because of statistical or data-related reasons

PRINCIPLE 10: Participation Rate

- Minimum of 95 percent participation rate required for a student sub-group, school or district to make adequate yearly progress
 - If school/district unable to meet 95 percent requirement in current year, average based on the past two or three years is determined and must meet or exceed 95 percent